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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: communications curricula for technical education programs; the recorded oral communication of business students; interactions between parents and speech-language pathologists in public schools; predictors of public speaking ability and academic success; the social, semantic, and syntactic features of child language; speech communication curriculum of the future; teaching standard English to four- and five-year-old black children; structured language programs for culturally different children; production of bound morphemes and stem terminal phonemes by preschool children; the effects of communication skills on academic success and job performance; teaching haptics in basic speech; interpersonal communication skills training; the effects of speech training on state patrolmen; a typewriting manual for teaching standard English; communication skills for academic achievement groups; subject matter in the business communication course; the fantasy play and verbal fluency of learning disabled children; rhetor-linguistics for manager-leader development; and junior college speech programs. (MAI)

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Abstracts of the following dissertations are included in this collection:

Davis, Everett Eugene

AN INVESTIGATION OF THE NATURE AND RELEVANCE OF THE COMMUNICATIONS CURRICULA FOR SELECTED TECHNICAL EDUCATION PROGRAMS IN THE PACIFIC NORTHWEST

Fillenberg, Carol Kay

AUDIO-RESPONSE ENHANCED ORAL COMMUNICATION OF BUSINESS STUDENTS

Guydon, Audrey Sessom

ATTITUDES TOWARD PARENTAL INVOLVEMENT AND PROFESSIONAL INTERACTIONS OF SPEECH-LANGUAGE PATHOLOGISTS IN PUBLIC SCHOOLS

Hayes, Daniel Truman

NONINTELLECTIVE PREDICTORS OF PUBLIC SPEAKING ABILITY AND ACADEMIC SUCCESS IN A BASIC COLLEGE-LEVEL SPEECH COMMUNICATION COURSE

Hendrickson, Jo Mary

TRAINING AND GENERALIZATION OF SOCIAL, SEMANTIC AND SYNTACTIC FEATURES OF CHILD LANGUAGE

Hollis, Phoebe Inzer Proctor

SPEECH COMMUNICATION CURRICULUM OF THE FUTURE: A DELPHI PROFILE

Jeffers, Andrea Taylor

TEACHING STANDARD ENGLISH TO FOUR AND FIVE YEAR OLD BLACK CHILDREN: IMPLICATIONS FOR PERFORMANCE ON TESTS OF ABILITY AND ACHIEVEMENT

Logan, Richard Lanham

THE EFFECTS OF STRUCTURED LANGUAGE PROGRAMS ON LINGUISTIC SKILLS OF CULTURALLY DIFFERENT CHILDREN

Lybolt, John Tracy

PRODUCTION OF/-s/,/-z/,/-t/, AND /-d/ AS BOUND MORPHEMES AND AS STEM TERMINAL PHONEMES BY GROUPS OF NORMALLY DEVELOPING, ARTICULATION IMPAIRED, AND SYNTACTICALLY DELAYED PRESCHOOL CHILDREN.

McGrath, John James, Jr.

EFFECTS OF COMMUNICATION SKILLS ON ACADEMIC SUCCESS AND JOB PERFORMANCE

Roach, Carol Ashburn

TEACHING HAPTICS IN THE BASIC SPEECH COURSE: A STUDY OF MEANS AND EFFECTS

Scales-Smith, Freda SuEllen

THE EFFECTS OF INTERPERSONAL COMMUNICATION SKILLS TRAINING UPON STUDENTS AND TEACHERS IN A SCHOOL OF NURSING

Spears, Margaret Celeste

THE EFFECT OF A SPEECH COURSE ON COURTROOM TESTIMONY OF GEORGIA STATE PATROL TRAINEES

Stanciel, Lennie Donald

SPEECH-COMP: ENGLISH COMPOSITION IN THE INTRODUCTORY SPEECH CLASS

Suri, Mary Lu

DEVELOPMENT OF A TYPEWRITING MANUAL FOR TEACHING STANDARD ENGLISH GRAMMAR TO COMMUNITY COLLEGE STUDENTS WHOSE WRITING SHOWS EVIDENCE OF LINGUISTIC INTERFERENCE FROM NONSTANDARD DIALECTS (VOLUMES I AND II)

Tarpey, Elizabeth Anne

THE EFFECTS OF COMMUNICATION SKILLS TRAINING ON COLLEGE STUDENTS IN ACADEMIC ACHIEVEMENT GROUPS

Tilley, Gwendolyn Lynam

A COMPARISON OF THE IMPORTANCE OF THE SUBJECT MATTER IN THE BUSINESS COMMUNICATION COURSE AS PERCEIVED BY JUNIOR AND COMMUNITY COLLEGE TEACHERS AND ADMINISTRATIVE SECRETARIES

Vance, Rosemary Casey

THE DEVELOPMENT AND EVALUATION OF SELF-INSTRUCTIONAL MATERIALS FOR USE IN TEACHING SELECTED BUSINESS VOCABULARY TERMS

Vincent, Gerald Owen

SOME EFFECTS OF FANTASY PLAY ON THE VERBAL FLUENCY OF LEARNING DISABLED CHILDREN AS INDICATED BY THE THEMATIC APPERCEPTION TEST

Ward, Barbara Taylor

LEADERSHIP AND LANGUAGE: RHETOR-LINGUISTICS FOR MANAGER-LEADER DEVELOPMENT (VOLUMES I AND II)

Wilkerson, Thomas Alec

AN INVESTIGATION OF SPEECH EDUCATION PROGRAMS IN GEORGIA JUNIOR COLLEGES AND A SUGGESTED IDEAL PROGRAM

AN INVESTIGATION OF THE NATURE AND RELEVANCE OF THE COMMUNICATIONS CURRICULA FOR SELECTED TECHNICAL EDUCATION PROGRAMS IN THE PACIFIC NORTHWEST

DAVIS, Everett Eugene, Ed.D.
University of Montana, 1977

Directors: John J. Hunt and Robert L. Anderson

The specific focus of this research was directed toward determining: (1) the nature of the communication skills included in the curricula offered to technical education programs--Electronics, Data Processing, Forestry, and Mid-management--available in post-secondary, institutions in Idaho, Montana, Oregon, and Washington; and (2) the relevance of those communication skills to job success as viewed by technicians and their employers.

Twenty-three post-secondary institutions, eight employers and eight technicians participated in the study. Data were collected via an institutional inventory questionnaire, a communication skills checklist and focused interviews. Five major research questions and twelve sub-questions were utilized to collect, analyze and report data focusing on the two purposes of the study.

Conclusions and implications: (1) Research findings indicate the communication skills checklist could be used by curriculum specialists and administrators in developing, evaluating and/or revising curricula in post-secondary technician programs. (2) Three of the four major communication areas (reading, listening and speaking) found concurrence among participating institutions, employers and technicians to the point that skills identified could be used as a basis for a core communication curricula. (3) Validation of the identified core curricula should be undertaken at the local level. (4) Communication skills identified as essential or desirable by employers and technicians, but not offered by participating institutions, generally had no relationship to defined job functions for a particular technology. (5) Local program administrators should consider using a study format and results to determine local needs or instructional relevance or to replicate the study for local purposes.

Order No. 77-28,774, 163 pages

AUDIO-RESPONSE ENHANCED ORAL COMMUNICATION OF BUSINESS STUDENTS

FILLENBERG, Carol Kay, Ph.D.
Colorado State University, 1977

This research project was designed to determine if audio-response is a useful teaching tool in high school business and office education classes for improving students' "oral communication skill" and "confidence in oral participation in class" and for decreasing "superiority and intolerance" and "shyness."

Twenty students in a careers-in-business class served as the experimental group, which used audio-response. A typing class of 22 students not using audio-response served as the control group. Both of these vocational classes were one semester, entry-level business and office education classes.

Students in the experimental group orally communicated at the same time or separately by talking into individual dictation-transcription machines. Their responses were recorded and played back by the students and instructor for immediate feedback, comparison to previous responses, and monitoring.

Ordinarily, only one student in a class speaks at a time; whereas, audio-response allows all students to speak and record their responses at once. Such rigorous exchange of oral responses promotes extensive additional oral communication practice and participation in class. Any changes in the variables measured in this study were effected through a casual involvement of audio-response, since the main thrust of the class was directed toward vocational knowledge and skills.

Evaluation instruments were administered to the experimental and control groups by a pretest and posttest. Correlated t-tests were used to analyze the pretest and posttest data of each group on "oral communication skill" and related variables.

The following were major findings and conclusions: 1. "Oral communication skill" of high school business and office education students, as measured by the oral communication instrument, was below the established expected level. 2. Using audio-response in ten 40-minute class sessions did not significantly improve "oral communication skill." This skill included content, organization, use of language, and delivery. 3. Students' "confidence in oral participation in class" was increased significantly by using audio-response in business classes. Students with greater initial "oral communication skill" gained significant "confidence in oral participation in class." In contrast, students with less initial skill did not gain "confidence in oral participation in class." 4. Students' "shyness" and "superiority and intolerance" were not affected by casual use of audio-response in the business and office education class.

Order No. 77-28,305, 108 pages.

ATTITUDES TOWARD PARENTAL INVOLVEMENT AND PROFESSIONAL INTERACTIONS OF SPEECH-LANGUAGE PATHOLOGISTS IN PUBLIC SCHOOLS Order No. 7805939

GUYDON, Audrey Sessom, Ph.D. Iowa State University, 1977. 139pp. Supervisors: Ron Powers, Ray Bryan

The purpose of this study was to collect information from speech-language pathologists practicing in Iowa public schools as a basis for describing the involvement of parents in public school language, speech and hearing programs. The study also proposed to determine the relationship of parental involvement to selected demographic data (personal, social and professional) and characteristics of the current practice environment (employment setting) of pathologists.

The questionnaire was organized into four sections: demographic data, current practice environment information, opinions about parents as perceived by pathologists and pathologists' attitudes toward the extent to which parents should be involved in their child's therapy program. The research instrument was pretested in a pilot study which resulted in some modifications in working and format.

Factors related to pathologists' opinions about parents were: 1) age, 2) subject preparation and supervised practicum experience, 3) caseload, 4) weekly responsibilities, 5) types of parental contact, and 6) method used to determine the effectiveness of a child's therapy program.

Factors related to pathologists' attitudes toward the extent to which parents should be involved in the four phases (identification, assessment, therapy, and final evaluation before

dismissal from therapy) of their child's therapy program were: 1) sex, 2) age, 3) years of paid experience as a pathologist, 4) subject preparation in parent interviewing/counseling, 5) composition of caseload, 6) weekly responsibilities, and 7) methods used to determine the effectiveness of a child's therapy program.

Factors related to pathologists' attitudes toward the extent to which parents should be involved in the therapy phase of the child's communication program were: 1) age, 2) marital status, 3) presence or absence of children in the home, 4) subject preparation in organization and management of a therapy program, 5) weekly responsibilities, 6) types of parental contact, and 7) methods used to determine the effectiveness of a child's therapy program.

The data indicated that participating pathologists do have parental involvement in existing programs. However, the validity of the stated involvement was not completely determined because limited resources restricted data collection to responses from pathologists. Responses from the parents could provide additional information for a more operational interaction between parents and pathologists.

NONINTELLECTIVE PREDICTORS OF PUBLIC SPEAKING ABILITY AND ACADEMIC SUCCESS IN A BASIC COLLEGE-LEVEL SPEECH COMMUNICATION COURSE

Order No. 7803719

HAYES, Daniel Truman, Ph.D. University of Missouri - Columbia, 1977. 135pp. Supervisor: Dr. James Gibson

Speech communication researchers, in investigations that have involved the prediction of academic performance of college students in the basic speech communication course, have traditionally focused upon two measures of academic performance--public speaking ability and course grade. Accordingly, nonintellective as well as intellective variables have been the subjects of investigations designed to identify valid predictors of public speaking ability and academic success in the introductory speech communication course. The purpose of this investigation was to identify nonintellective factors that contribute to public speaking ability and academic success of college students in a basic college-level speech course.

A review of relevant literature suggested that three nonintellective factors were related most closely to speaking ability and academic success in the basic course--speech experience, speech anxiety, and the discrepancy between academic aspirations and performance. An investigation was therefore designed to answer the research question: To what extent do these three nonintellective factors, either individually or in combination, contribute to a student's public speaking ability upon entering a basic college-level speech communication course and the student's subsequent academic success as measured by course grade?

Two-hundred and twelve students in the Introduction to Speech Communication course at the University of Missouri - Columbia served as subjects of the investigation. Operationally, the amount of a student's speech experience was determined on the basis of subject completion of the revised Knower Speech Experience Inventory, speech anxiety was measured through the McCroskey Personal Report of Public Speaking Apprehension, and aspiration-performance discrepancy was determined on the basis of the Worell aspiration measures. Criterion variables included course grades received by subjects and ratings of subject speaking proficiency as provided by eight instructor-raters. Raters utilized a public speaking rating form designed by Becker that included eleven criteria for the evaluation of a speech. Multiple regression analysis was employed in order to evaluate the contributions of the predictors to ratings of speaking ability and academic success as measured by grades.

Results of the study suggested that the three predictor variables contributed significantly to ratings of public speaking ability. Subjects rated as "good" public speakers typically revealed higher levels of speech communication experience, lower public speaking anxiety levels, and consistency among academic aspirations and previous academic performance. "Poor" speakers, conversely, displayed limited amounts of speech experience, high amounts of speech anxiety, and discrepancy between academic aspirations and previous performance. The variables of sex, age, and year in college did not correlate significantly with public speaking ability ratings.

Results also indicated that the three nonintellective variables contributed significantly to the prediction of subject grades in the basic speech communication course. The best predictor of high grades was consistency among academic aspirations and previous academic performance. Students who received high grades in the course also indicated higher levels of speaking experience and lower speech anxiety levels than did poor students. Females, moreover, received higher grades in the basic speech course than did males.

In addition to the findings described above, three conclusions were reached on the basis of the results: (1) Public speaking ability, though admittedly a complex variable, can be measured with some precision and more research should be devoted to its measurement. (2) Knowledge of the role of the nonintellective predictor variables studied in the investigation adds to an understanding of why students succeed in basic college-level speech communication courses. and (3) Speech teacher utilization of the predictor instruments employed in the investigation can enhance the speech communication instructional process.

TRAINING AND GENERALIZATION OF SOCIAL, SEMANTIC AND SYNTACTIC FEATURES OF CHILD LANGUAGE

Order No. 7731619

HENDRICKSON, Jo Mary, Ph.D. George Peabody College for Teachers, 1977. 133pp. Major Professor: Richard E. Shores

The present study was designed to investigate the effect of a combined developmental psycholinguistic, cognitive-semantic, and behavioral language training procedure on the acquisition syntax (subject-action verb-object sentences) and its generalization to the natural environment. Generalization study included investigation of: (a) rate of action labeling utterances and (b) rate of oral language emitted during social interaction.

A single subject multiple baseline design using within-subject replication was employed. Three young language delayed children were trained to emit sentences with "subject-action verb-object" structure to describe "agent-action object acted upon" events during individual training sessions. A peer, using an object known to the child, demonstrated a common action. Language of the subject-action verb-object form which described this event was modeled for the child. The results demonstrated the effectiveness of the training strategy in teaching young language delayed behaviorally disordered children a specific linguistic structure. Both the syntactic and semantic features of the trained responses appear to have generalized to the natural environment. Following the onset of training the subjects' behavior during free play was observed to change in several respects. The subjects: (a) exhibited more subject-action verb-object sentences, (b) increasingly used verbal language to label action events in the environment, and (c) emitted substantially more verbal behavior during social interaction.

Results were discussed in relationship to the proposition that the study of language learning and language training must be extended to include variables in addition to the grammatical components of language. An argument for systematic investigation of the establishment and generalization of the multiplicity of variables related to early language (e.g., its grammar, semantic content and social function(s)) was presented.

SPEECH COMMUNICATION CURRICULUM OF THE FUTURE: A DELPHI PROFILE Order No. 7731151

HOLLIS, Phoebe Inzer Proctor, Ed.D. Texas Tech University, 1977. 176pp. Chairman: Dr. Dayton Y. Roberts

This descriptive study was an investigation of issues existing within the discipline of Speech Communication and their implications for the Speech Communication curriculum. The issues are exemplified by divergent opinions of experts within the field relating to the goals of the discipline as reflected in the curriculum. When left unconfronted, these issues may leave the discipline unprepared for the future. The principal purpose of the study was to reach a consensus of attitudes from the highest administrative officers of the Speech Communication areas pertaining to future curriculum goals of the discipline. Also, the study identified the major research orientation of these officers and explored the relationship between the identified orientation and the focus of the future Speech Communication curriculum.

The Delphi Technique, which is a method of attaining consensus from a large number of anonymous participants, was employed in this investigation. This technique is suited to futures forecasting since it allowed the respondents to indicate the opinion, probability, and desirability of the elements of Speech Communication curriculum of the future. The first round of questionnaires was sent to 996 Speech Communication administrative officers in four-year public and private institutions listed in the 1975–76 Speech Communication Directory. A second round of questionnaires was sent to 313 of these same administrative officers.

Each Delphi study requires the development of a specific instrument or series of instruments to elicit responses to questions for which consensus is sought. The instruments designed for this study underwent a sequence of three developmental steps. The final questionnaire sent to the identified respondents included synthesized items from a selected panel of judges and from the professional literature.

The data obtained in this research provide a basis for forecasting the future curriculum of the Speech Communication discipline and the possible directions of the discipline. The respondents indicated consensus on 22 of the 24 Delphi Statements and judged specific skill development, such as decision making, problem solving, adjusting to societal change, and communication skills for prospective teachers, as desirable and necessary. They viewed many of the methodological and technological directions as being adverse, including self-paced content, use of educational technology, and modular scheduling. The respondents indicated as undesirable any direction to merge with other professional groups and preferred to remain within the organizational structure of Arts and Sciences. They would not choose to limit the discipline by eliminating it as an academic major or to effect any extensive changes in hour requirements or reassignment of course levels. They agreed to expanding the undergraduate opportunities in research and providing a curriculum based upon empirical research conclusions. They indicated as desirable the blending of behavioral and rhetorical research techniques. Those participating in the project emphasized a need for interdisciplinary study and clearly defined curriculum objectives; however, they did not see the curriculum organized around skills for specific vocational preparation.

If one projects the results of this study into a Speech Communication curriculum of the future, a number of identifiable elements emerge. The Speech Communication discipline will be an independent field of study that will be represented by diverse specialization. It will be a discipline reflecting a division in research approaches, the scientific as opposed to the humanistic. No major reconciliation of the two orientations is likely before 1990, and this division may actually lead to the separation of the pure speech subjects and the social science oriented subjects. This Delphi forecast suggests that the larger the school, the more scientifically-oriented courses will be offered, and the smaller the school, the more traditionally-oriented courses will be offered. No major differences in the curriculum are indicated between public and private institutions given comparable size and program level. There still exist unresolved issues relating to job opportunities and making Speech a requirement of all baccalaureate degrees.

TEACHING STANDARD ENGLISH TO FOUR AND FIVE YEAR OLD BLACK CHILDREN: IMPLICATIONS FOR PERFORMANCE ON TESTS OF ABILITY AND ACHIEVEMENT Order No. 7800644

JEFFERS, Andrea Taylor, Ph.D. The Catholic University of America, 1977. 166pp.

The use of standardized tests for diagnoses and placement into special classes is a widespread phenomenon in today's schools. However, observations and empirical studies indicate that minority individuals, especially Blacks, typically score at least one standard deviation below the mean on these measures. Reasons cited for Blacks' poor performance include genetic inferiority and environmental deprivation. There is increasing evidence, however, that many tests used for categorization purposes are linguistically biased. Black, inner city, low income dwellers typically speak Vernacular Black English (VBE) which contains significantly different features from the Standard English (SE) appearing in the school's curricula and evaluational tools.

The purpose of this study was to determine if teaching SE to VBE dominant inner city children affects their test performance. It was hypothesized that instructed children would perform significantly higher on tests measuring SE performance, language comprehension, and general ability. Instructed children were also predicted to prefer SE versus VBE. Hypotheses were tested at the $p < .05$ level of significance.

Subjects included fifty-three four and five year old Black preschoolers representing three inner city day care centers in Washington, D.C. Subjects were randomly selected and assigned to instructed and non-instructed groups within their respective Centers.

SE counterparts of socially diagnostic phonological and grammatical features were selected for inclusion in the SE instructional program. The lessons followed language activities based on theorized processes for control of grammar, i.e., discrimination, imitation, comprehension, and production. A bidialectal teaching approach was adopted where SE features were presented as "merely another way of verbalizing". The instructional period lasted ten weeks. Three graduate students served as instructors.

The standardized tests used for pre and posttesting were the Screening Test for Auditory Comprehension of Language (STACL) and the Slossen Intelligence Test (SIT). Two researcher-developed measures were utilized to assess SE performance and dialect preference.

Analysis of covariance and analysis of variance were the major statistical procedures used. Required homogeneity of regression assumptions were met for covariance analyses. "Centers" was designated as a blocking variable in all analyses. Results indicated that instructed groups' performance was significantly higher than controls on all objective measures with the exception of the Slossen. There was no significant group difference regarding dialect preference.

It was concluded that SE instruction enhances performance on standardized tests measuring language ability but does not influence preference for SE dialect. Conclusions involving effects of instruction on the Slossen were deferred due to test administration requirements and item characteristics which complicated analyses and obscured interpretations, respectively. Limitations of the study and recommendations for further research are presented.

THE EFFECTS OF STRUCTURED LANGUAGE PROGRAMS ON LINGUISTIC SKILLS OF CULTURALLY DIFFERENT CHILDREN

LOGAN, Richard Lanham, Ph.D.
Georgia State University – School of Education, 1977

Purpose

The purpose of this study was to compare the influence of two structured language programs as supplements to a school system kindergarten program on selected language performances of culturally different kindergarten children. One of the training programs was a school system designed kindergarten curriculum, another program was the MWM Program for Developing Language Abilities (MWM), and the third was The Goal Program: Language Development (GOAL).

Methods and Procedures

Seventy-nine culturally different 5 year old children participated in the study. The Minskoff, Wiseman, Minskoff Program for Developing Language Abilities group consisted of 26 children, with 18 boys and 8 girls. The GOAL Program: Language Development group consisted of 24 children, with 12 boys and 12 girls. The control group consisted of 29 children with 15 boys and 14 girls. These children were selected on criteria set up by the Bibb County Board of Education for Title I Kindergartens which included age, location in a disadvantaged area, and scores on the language and mathematics subtests of Test of Basic Experiences (TOBE).

After being given the pretests of Test of Basic Experiences (TOBE), Screening Test of Auditory Comprehension of Language (STACL), and three subtests of the Illinois Test of Psycholinguistic Abilities (ITPA): Auditory Reception (AR), Verbal Expression (VE), and Grammatic Closure (GC), the children had a four months exposure to the three conditions. Posttest scores on the same pretest measures were collected for the 79 children in the study.

Results

An analysis of covariance was used with the pretest scores used as the covariates. In cases where a significant F value was obtained, Scheffé s S-method of a t test was employed to determine specific differences. Results indicate there were significant differences between the groups in terms of psycholinguistic training and general linguistic ability. The results of the analyses are as follows: (1) The GOAL training program produced greater improvement in basic language concepts as measured by the TOBE than the MWM and control groups. (2) The three intervention programs showed approximately equal effects on auditory comprehension of language structure as measured by the STACL. (3) The MWM training program produced greater improvement in auditory reception as measured by the AR subtest of the ITPA over the GOAL and control group. (4) The MWM training program indicated greater improvement in grammatic and syntactic inflections as measured by the GC subtest of the ITPA over both the GOAL and control groups. (5) The GOAL training program and the MWM program produced greater improvements in verbal expression as measured by the Verbal Expression subtest of the ITPA over the control group; however, the two programs showed no significant differences between each other.

Conclusion

After culturally different kindergarten children are exposed to structured language programs the results indicate that the MWM and GOAL training programs used as a supplementary program selectively affect positively the development of psycholinguistic skills and are shown to be more effective than a kindergarten curriculum used alone.

Order No. 77-29,396, 103 pages.

PRODUCTION OF /-s/, /-z/, /-t/, AND /-d/ AS BOUND MORPHEMES AND AS STEM TERMINAL PHONEMES BY GROUPS OF NORMALLY DEVELOPING, ARTICULATION IMPAIRED, AND SYNTACTICALLY DELAYED PRESCHOOL CHILDREN

Order No. 7805300

LYBOLT, John Tracy, Ph.D. Northwestern University, 1977. 238pp.

This research focused upon productive differences in normal-speaking, articulation impaired, and syntactically delayed children's articulation of speech sounds in morphological and nonmorphological contexts. The speech sounds /-s/. /-z/. /-t/, and /-d/ occur as phonologically conditioned grammatical morphemes and as uninflected nonmorphological phonemes. The distribution of these morphological and nonmorphological tokens allowed a comparison of the articulatory patterns of children differing in speech and language abilities as they produced /-s/, /-z/, /-t/, and /-d/ in these contexts.

The speech sounds were elicited in plural, possessive, third person present tense, and regular past tense forms, and as word terminal phonemes. Each type of speech sound response was elicited in word repetition-sentence repetition-conversation tasks, vowel following-consonant following-utterance terminal contexts, and in cluster-noncluster contexts. Correct, substitution, omitted, and distorted response types were recorded and the subphonemic features altered by the children were noted. Computer analyses of the data employed univariate and multivariate procedures.

Children in each group were more likely to omit, substitute, or distort the speech sound in morphological than in nonmorphological contexts. The children in each group provided fewest correct and most omitted responses when attempting morphological speech sounds. All evidenced a pattern in which a speech sound produced correctly in nonmorphological contexts was omitted or substituted in morphological contexts. A speech sound substituted in a nonmorphological context would be omitted, or a speech sound differing in more subphonemic component features than the original substitution would be supplied. All groups shared similar patterns of speech sound production when not giving the full adult form, simplifying syllables, devoicing word final speech sounds, substituting a grammatical inflection while producing that speech sound correctly as an uninflected phoneme, reducing consonant clusters, and responding similarly in each elicitation context. Most correct responses were obtained in the word repetition task, and least in the sentence repetition task. No significant differences were obtained when the grammatical inflections and uninflected speech sounds were elicited in an utterance terminal position when compared with embedded positions. When embedded, tokens were produced correctly and omitted least often when a consonant followed the speech sound. This was in contrast to recent literature which indicated that the best context should have been with a vowel following the token. Each group of children, even those with the greatest impairments of oral syntax and articulation gave evidence of an appropriate order of emergence of the grammatical morphemes for plurality, possession, past tense, and third person present tense.

The findings of the investigation suggested that phonological complexity was a factor affecting children's production of /-s/, /-z/, /-t/, or /-d/ as grammatical allomorphs. The allomorphs which were phonologically conditioned were produced less adequately than corresponding uninflected speech sounds by all children with emerging phonological skills. All children appeared to have greater difficulty producing words with complex syllabic shapes when the syllable contained a grammatical morpheme than when the syllable included a nonmorphological speech sound.

EFFECTS OF COMMUNICATION SKILLS ON ACADEMIC SUCCESS AND JOB PERFORMANCE Order No. 7805206

McGRATH, John James, Jr., Ed.D. Wayne State University, 1977. 81pp. Supervisor: Sigurd Rislov

In technical education competencies in the technical components are usually necessary for initial job placement, but verbal and written skills are also thought to be important for continued success and upgrading for the technician. The extent to which grade point averages in communication skill courses are related to academic success and job performance was the topic of this study.

Technology graduates from Monroe County Community College for the years 1970–1975 were used as a data base. The population consisted of approximately 94 graduates who elected to take two or more communication skill courses but did not complete a baccalaureate degree program. An original questionnaire was used to obtain data on communication skill usage and salary received on-the-job. A mailing procedure was used which yielded a 68% rate of return.

The data in the study were analyzed by using the Pearson Product-Moment Correlation Coefficient and the t-test for hypothesis of relationships involving the correlation coefficient.

No attempt was made to determine factors other than academic grades and communication skill usage on the part of the graduates. Other factors may exist, but they were not considered within the scope of this study.

The study results are as follows: (1) A significant relationship existed between grades in communication skills and overall grade averages for technology students, but the predictive value for individuals should be approached with caution. (2) There was no significant relationship established between grades in a technology major and communication skills. (3) The use of communication skills on-the-job showed no significant relationship to the communication skill grade point average obtained in the academic program. (4) A significant relationship was established between communication skill grades and salary received on-the-job although the correlation was negative. (5) A significant relationship, although again negative, was established for salary received on-the-job and the technology graduates overall grade point average. (6) No significant relationship existed between grades in the technology majors and salary received on-the-job. (7) For the sample 80% of the technology graduates were working in specific jobs for which they were trained. (8) Graduates in this study working in managerial positions earned the highest salaries, used communication skills to a high degree on-the-job, and possessed the highest grade point average in communication skill courses.

TEACHING HAPTICS IN THE BASIC SPEECH COURSE: A STUDY OF MEANS AND EFFECTS

ROACH, Carol Ashburn, Ph.D.
North Texas State University, 1977

The problem of this study was the investigation of the desirability of teaching haptics in the basic speech classroom, the rhetorical means and strategies to be used, and the design used to describe these means.

The purposes of this study were (a) to develop a philosophical rationale for the need to teach haptics in the basic speech course, (b) to develop instructional methods and strategies as a means of teaching haptics, (c) to assess the success for the means in terms of behavioral change, and (d) to examine the relationship between variables important in experiencing others haptically in an experimental design.

The curriculum unit on haptics designed for this study included printed and media materials. The printed materials consisted of the instructor's lesson plans, cognitive and affective learning objectives, and a reader's theatre script. The media materials included a black-and-white slide presentation with a voice script and a color slide presentation with a music tape.

The participants in this study were sixty-four students who were enrolled in four sections of Basic Speech Communication at the University of Alabama in Huntsville, during the academic year 1976–1977. There were thirty-two students in the experimental group and thirty-two students in the control group. The treatment for the experimental group was presented in ten hours of classroom time during the sixth week of an eleven-week term and consisted of the curriculum unit on haptics designed for this study. The control group was involved in only the regular expository-types of activities used in the multiple approach to the basic speech course. All four sections of the course had the same instructor.

Pre-test and post-test data were collected from the Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B), the Semantic Differential for Touch, the Touch Awareness Inventory, and the Cognitive Mapping Instrument.

Ten hypotheses were tested in this study. The first four hypotheses stated that there would be significant differences between the post-test scores of the experimental and control groups. It was hypothesized that the experimental group would make significant gains as measured by the four instruments. The fifth hypothesis stated that there would be a significant relationship between scores on the Semantic Differential for Touch and the Touch Awareness Inventory. The sixth through the tenth hypothesis dealt with relationships between variables on the Touch Awareness Inventory. The statistical methods used were the t-test, one-way analysis of variance, the Pearson-Product Moment Correlation, correlation analysis, and regression analysis. The minimum .05 level of significance was prescribed as necessary to reject the null hypotheses.

The results of the statistical analyses revealed that the differences between the experimental and control groups on the four instruments were not statistically significant. No significant relationship was found between scores on the two instruments. Only two of the hypotheses dealing with the variables on the Touch Awareness Inventory proved significant.

Findings derived from personal observations indicated that the experimental group became aware of their own strengths and weaknesses in non-verbal communication. It was also evident that factors in addition to increased scores should be considered in research concerning the teaching of haptics in the basic speech course.

In view of these findings, it was recommended that further research be conducted to discover new means of teaching haptics and new methodology developed to measure its effects on interpersonal communication.

Order No. 77-29,573, 211 pages.

THE EFFECTS OF INTERPERSONAL COMMUNICATION SKILLS TRAINING UPON STUDENTS AND TEACHERS IN A SCHOOL OF NURSING Order No. 7803278

SCALES-SMITH, Freda SuEllen, Ph.D. Purdue University, 1977. 254pp. Major Professor: Kathryn W. Linden

An interpersonal communication skills training program for teachers and students was conducted for one-half of the sophomore class and faculty at The Indiana University School of Nursing. The training program consisted of an interpersonal communication skills workshop held during the afternoon of the first day of classes for the participating teachers and students. For the rest of the semester, 15-minute interpersonal skill communication exercises were held each week. The workshop and seminar exercises involved the skills of self-disclosure, paraphrasing, I-Message and behavior feedback. The purpose of the training program was to improve teacher-student communication. The other one-half of the class and its faculty did not participate in the training program and constituted the control group.

To test the effectiveness of the interpersonal skills training program, the Barrett-Lennard Relationship Inventory (BLRI) and a 15-item cognitive achievement quiz were completed by both experimental and control teachers and students at the end of the semester-long training period. The dependent variables were the four scales of the BLRI--Level of Regard, Empathy, Unconditionality of Regard and Congruence--and the 15-item cognitive achievement quiz.

It was predicted that the trained group (both teachers and students) would have higher and more congruent BLRI ratings and quiz scores than would the control group (teachers and students). One-way analyses of variance were used to test each of the seven hypotheses. The independent variable involved two groups: experimental, or trained group and control group. Each group contained two subgroups: teachers and students. The experimental trained group was composed of five teachers and 68 students; five teachers and 71 students comprised the control group.

The significant findings were: 1) Trained students rated themselves significantly higher on the Level of Regard scale than did control students. 2) Trained students achieved significantly higher scores on the achievement quiz than did the control students. 3) Trained students rated their instructors significantly higher on the Congruence scale than did the control students. 4) Control students' self-ratings were less congruent when compared with their instructors' composite student group ratings on Unconditionality of Regard than were the self-ratings of trained students compared with their instructors' ratings of these students. 5) Quiz scores of control instructors and students were less congruent than were those of instructors and students in the interpersonal skills training program.

Evaluations derived from the experimental teachers and students regarding the interpersonal communication skills training program indicated that the 1) workshop and seminar exercises were complimentary and 2) both were needed in order for the training program to be effective. Although the skills practiced in the experimental training program were reported to be very similar to the interpersonal skills learned and practiced in other aspects of their curriculum, experimental teachers and students experienced a closeness and openness with each other that they considered unique to the program. Consequently, it is recommended that, once a training program is instituted, it should be continued throughout the total nursing program. With an interpersonal communication training program instituted within an entire nursing program, perhaps the results of studies indicating hostile, rigid and unapproachable communications between nursing instructors and students would be refuted.

THE EFFECT OF A SPEECH COURSE ON COURTROOM TESTIMONY OF GEORGIA STATE PATROL TRAINEES
Order No. 7804954

SPEARS, Margaret Celeste, Ph.D. Georgia State University - School of Education, 1977. 160pp.

Statement of the Problem

The purpose of this study was to determine whether a course in speech aids State Troopers when testifying in court cases involving traffic accidents.

Methods and Procedures

The population was the forty-two Georgia State Trooper trainees at the Georgia Police Academy on Confederate Avenue in Atlanta, Georgia who were members of the 1976-1977 training groups. All Trooper trainees are required to take one course for college credit. They elect either a speech course or a psychology course. The sample consisted of two groups of trainees who elected to take a speech course and one group of trainees who elected to take a psychology course in lieu of a speech course.

Data collection involved the administration of pre-tests and post-tests to experimental and control groups. The tests were composed of the trainees' viewing a film regarding a traffic accident, an attorney's questioning relative to the accident, and observers' evaluating the trainees on their courtroom competency in testifying. The sixteen variables of courtroom competency examined were categorized into the areas of content, vocal elements, style, and bodily activity.

The data were statistically treated utilizing the Mann-Whitney U test.

Results

1. No significant difference at the .05 level was found between Trooper trainees who elected to take psychology and those who elected to take speech in any of the sixteen variables observed prior to the experiment. 2. The test scores of trainees who elected to take psychology instead of speech were not significantly different at the .05 level after Trooper training than before in any of the sixteen observed variables during courtroom testimony. 3. The test scores of trainees who elected to take speech instead of psychology were not significantly different at the .05 level after Trooper training than before in any of the sixteen observed variables during courtroom testimony. 4. Taking this speech course instead of the psychology course during Trooper training did not significantly improve the trainees' performance at the .05 level on any of the sixteen observed variables during courtroom testimony. 5. The experience of giving courtroom testimony and being evaluated on courtroom testimony did not at the .05 level significantly influence fifteen of the sixteen observed variables of the speech group of Trooper trainees.

Conclusions

1. Analysis of the data led to the general conclusion that this speech course did not improve Georgia State Trooper courtroom competency when testifying in traffic accident cases. 2. There was no significant relationship between this Trooper speech training and the courtroom competency in testifying variables of accuracy of information, precision of vocabulary, standard usage, organization of ideas, articulation, vocal variety, pitch, loudness, rate of speaking, confidence, credibility, enthusiasm, conversational quality, eye contact, posture and gestures. 3. Courtroom testimony performance in cases involving traffic accidents remained relatively constant for Georgia State Trooper trainees who did not elect to take this speech course.

SPEECH-COMP: ENGLISH COMPOSITION IN THE INTRODUCTORY SPEECH CLASS Order No. 7804626

STANCIEL, Lennie Donald, A.D. The University of Michigan, 1977. 124pp. Chairman: Walter H. Clark

The purpose of this dissertation project has been to incorporate the teaching concepts of "English in Every Classroom" and discipline reinforcement to the introductory speech course in an urban community college setting.

Our first concern was to assess and determine the nature of the student attending the community college, as to his academic competence, verbal and oral skills.

Our second concern was to provide a theoretical framework for incorporating English in the introductory speech class at the community level.

Thirdly, we set out to design a course model which integrated speech and English composition.

Fourthly, we applied the course model at an urban community college and measured its effectiveness on the writing and speaking skills of students.

DEVELOPMENT OF A TYPEWRITING MANUAL FOR TEACHING STANDARD ENGLISH GRAMMAR TO COMMUNITY COLLEGE STUDENTS WHOSE WRITING SHOWS EVIDENCE OF LINGUISTIC INTERFERENCE FROM NONSTANDARD DIALECTS. (VOLUMES I AND II)

Order No. 7808493

SURI, Mary Lu, Ed.D. New York University, 1977. 385pp.
Chairman: Professor Karen R. Gillespie

The purpose of this study was to develop a typewriting drill book to facilitate the learning of patterns of standard English grammar for community college students whose writing shows evidence of linguistic interference from nonstandard dialects.

A list of grammatical interference points between standard English and some prevalent nonstandard dialects was compiled from linguistic research, primarily in the area of Black English Vernacular. A test based upon the interference points was developed, validated, and administered to a group of 259 inner-city community college freshmen. The answers of the 175 students, regardless of race, who were native speakers of English were analyzed. The twelve grammatical features that received the most nonstandard dialect responses on the test served as the basis for the chapters of the typewriting drill book.

After a review of literature pertaining to the teaching of foreign languages and the teaching of English as a second language or a second dialect, three criteria were established for typewriting drills designed to teach patterns of standard English grammar: (1) The materials should be based upon the assumption that nonstandard dialects are different from, not inferior to, standard English. (2) Each grammatical pattern should be taught through a variety of drills similar to those used for teaching foreign languages and English as a second language. (3) The standard English grammatical features being taught should be specifically compared with the corresponding nonstandard grammatical features.

Using the above criteria, a typewriting drill book was written that appears in Volume II of the study. Each chapter of the drill book included repetition, recall, substitution, completion, transformation, editing, guided writing, and composition exercises, and also a comparison of the standard and the nonstandard grammatical features concentrated on in that chapter.

The content validity of the typewriting drill book was affirmed by a panel of experts who compared the drills with the criteria that had been established. The panel included three authors in the field of teaching standard English as a second dialect and two community college professors experienced in teaching speech and writing to foreign students and to students speaking nonstandard dialects of English.

Two panels of students, a Standard English panel and a Nonstandard Dialect panel, tried the prepared materials, which were revised where necessary to insure that both the typewriting and the grammatical aspects of the drills could be understood by community college students.

Recommendations were offered for experiments that would further evaluate the materials developed for this study.

THE EFFECTS OF COMMUNICATIONS SKILLS TRAINING ON COLLEGE STUDENTS IN ACADEMIC ACHIEVEMENT GROUPS

Order No. 7800520

TARPEY, Elizabeth Anne, Ph.D. Saint Louis University, 1977. 210pp.

Purpose of the Study

It was the purpose of this investigation to examine the effects of communications skills training on the academic achievement of students participating in a study skills course when compared with students receiving no communications skills training in a study skills course.

Hypotheses

Hypotheses relating to the effects of communications skills training on academic achievement and to the effects of participation in a study skills course on academic achievement, study habits and attitudes and locus of control were formulated and tested. Criterion measures were end-of-term grade point average, SSHA scores and scores on a locus of control instrument.

Procedures

The subjects for this investigation were 91 undergraduate college students. Sixty students registered for one of four sections of a study skills course and 31 students who requested admission but were denied were placed in a wait group. Random assignment of two groups to receive communications skills training and two to receive no communications skills training (basic study skills) was made.

Group leaders were trained and randomly assigned to communications skills or basic study skills groups. The groups met two hours per week for a period of ten weeks. The communications skills group participated in a pre-class communications skills laboratory. A structured model for use in college achievement groups (Hoopes, 1969) was revised and used in all groups. Students in the communications groups were encouraged and reinforced for the use of communication behaviors learned in the pre-class laboratory. Those in the basic study skills group did not receive communications skills training and were not reinforced for the use of such behaviors.

Analysis

Pre and post comparisons of grade point averages were made using an analysis of variance to determine differences across groups on this criterion measure. Related t tests were used to analyze differences in pre and post scores on the SSHA and the locus of control instrument.

Results

The end-of-term grade point averages of the communications skills groups and the basic study skills groups were significantly higher than the wait-no-counseling group end-of-term grade point average. No significant differences were found in grade point averages between the communications skills and the basic study skills groups. Post scores on the SA, SH and SO scales of the SSHA were significantly higher when compared with the pre scores. Pre and post comparisons on the locus of control instrument indicated no significant differences.

Conclusions

It appears that a structured group experience does have a positive effect on academic achievement and that students can change their scholastic status from academic probation to a successful academic status by participating in a group experience which focuses on study skills training. Students study behaviors and attitudes can be positively and significantly changed. There appears to be no superiority of treatment with regard to training in communications skills versus no training in communications skills in academic achievement groups.

A COMPARISON OF THE IMPORTANCE OF THE SUBJECT MATTER IN THE BUSINESS COMMUNICATION COURSE AS PERCEIVED BY JUNIOR AND COMMUNITY COLLEGE TEACHERS AND ADMINISTRATIVE SECRETARIES

Order No. 7809172

TILLEY, Gwendolyn Lynam, Ed.D. University of Houston, 1977. 220pp.

Purpose

The purpose of this study was to determine the differences in perceptions between a select group of business communication teachers and a select group of administrative secretaries regarding the importance of subject matter topics currently included in the basic business communication course in the junior college.

Hypothesis

The following null hypothesis was tested for significance at the .01 level: No significant difference exists in the importance of 37 subject matter topics included in the business communication course as perceived by teachers of business communication at the junior and community college level and as perceived by administrative secretaries who actually perform writing tasks in the execution of their responsibilities.

Procedures

A review of professional literature and the ten most widely used business communication textbooks served as a basis for developing the research instrument. A list of 37 subject matter topics in the basic business communication course was developed. In addition to this perception statements section of the instrument, certain professional and educational information questions were designed to gather general information about the two groups of research subjects in the study.

Data were collected from 147 junior college business communication teachers who were members of the American Business Communication Association and from 188 administrative secretaries in the Houston, Texas, area. A factor analysis was undertaken for the purpose of establishing the validity of the seven categories in which the 37 topics had been grouped. The extraction of factors revealed two additional factors which had not been hypothesized by the researcher.

Using t-tests for independent samples, the data were analyzed to determine whether or not significant differences existed at the .01 level between the mean degree of importance placed on each topic by business communication teachers and administrative secretaries.

Conclusions

Of 37 subject matter topics included in the research questionnaire, administrative secretaries perceived 21 topics as being significantly more important than did junior college business communication teachers. Those topics were: The role and importance of communication in the business organization; Barriers and malfunctions of communication; Grammar and usage, sentence construction; Spelling, capitalization, and word division skills; Expressing numbers in business writing; Proofreading and proofreader's marks; Attractive letter layout, letter form; Telegrams, minutes, news releases; Form and purpose of interoffice memorandum; Collecting primary data through various methods; Finding and using secondary sources of business information; Organizing and outlining data for reports; Analyzing and objectively interpreting data; Graphic presentation of data in reports; Dictating effective business letters, machine dictation; Expanding vocabulary, using the dictionary; Speaking to an audience, leading conferences and meetings; Interpersonal or small group oral communication; Barriers to effective listening; Applying principles of good speaking and listening in interviewing, and Nonverbal message cues, i.e., gestures, posture, voice inflection, facial expression.

Of 37 subject matter topics, junior college business communication teachers perceived three topics as being significantly more important than did administrative secretaries. Those topics were: Good news and bad news letters; Claim and adjustment letters; and Application letters, personal record sheets.

Of 37 subject matter topics, no significant differences were found to exist between the mean perceptions of business communication teachers and administrative secretaries for 13 subject matter topics. Those topics were: Conversational style, writing to the reader; Completeness and coherence through organization and word choice; Clarity and coherence through organization and word choice; Directness and positivity, use of active voice; Human relations and psychological effects of communication; Honesty, empathy, and reliability in communication; Sentence, paragraph, and letter length, beginnings and endings; Inquiries, answers to inquiries; Direct requests, persuasive requests; Collection letters, collection series; Letters that build goodwill; Sales letters, persuasive techniques; and Documentation, footnotes, and bibliography.

Implications

Teachers should re-evaluate the emphasis currently placed on the 37 subject matter topics to determine whether greater or less emphasis should be placed on each topic. This re-evaluation is necessitated by the secretaries' differing perceptions of communication content relevant to practical employment functions.

Because business communication students at the two-year college level do not typically obtain bachelor's degrees, the need for teaching subject matter that is relevant to their immediate employment is urgent.

Business communication teachers, authors of communication textbooks, and textbook publishers have not sought to base the subject matter emphasized in the junior college business communication course on the immediate needs of students who take the course for preparation for employment.

THE DEVELOPMENT AND EVALUATION OF SELF-INSTRUCTIONAL MATERIALS FOR USE IN TEACHING SELECTED BUSINESS VOCABULARY TERMS

Order No. 7807849

VANCE, Rosemary Casey, Ed.D. North Texas State University, 1977. 186pp.

The problem of this study was twofold: the development of self-instructional materials to be used in teaching business vocabulary to college students and the evaluation of these materials.

The purposes of the study were to develop self-instructional materials for teaching selected business terms to college students, to determine the effect of using these materials as compared to the effect of using a lecture-notebook teaching technique for instruction in business vocabulary and to no instruction in business vocabulary, and to compare the effect of using the lecture-notebook teaching technique to no instruction in business vocabulary.

Self-instructional materials were developed for words on a list of approximately 400 high-importance business terms. These materials were pilot tested during the Fall, 1976.

During the Spring, 1977, the materials were tested under controlled experimental conditions. Ten business communications classes, with a total of 202 students, participated in this ten-week experiment. The classes were divided into three groups. Two groups studied business vocabulary; the third group, serving as a control, was given no instruction in business vocabulary.

Three classes, with a total of 72 students, completed the self-instructional materials. Three classes, with a total of 71 students, studied business vocabulary by a lecture-notebook technique. Four classes, with a total of 59 students, were assigned to the control group.

A test, given to all groups as a pretest and posttest, was developed from the list of high-importance business terms. This 68-point test was validated by seven judges selected from national leaders in various business teaching areas. The test has a reliability of .81.

Analysis of covariance and the Tukey multiple-comparison procedure for unequal groups were used to test for significant variation between adjusted means. The .05 level of significance was accepted as sufficient to reject the null hypotheses. Sets of scores on the pretest served as covariates, and sets of scores on the posttest were the dependent variables.

Tests comparing adjusted means of the three total groups, comparing the upper 40 per cent of the groups, and comparing the lower 40 per cent of the groups showed that both experimental groups had significantly higher adjusted group means on the posttest than did the control group. Comparisons between the adjusted mean scores of the two total experimental groups and between the adjusted means of the lower 40 per cent of the experimental groups revealed that students using the self-instructional materials had significantly higher adjusted mean scores than did the lecture-notebook students. No significant difference was found between adjusted mean scores of the upper 40 per cent of the experimental groups.

Four conclusions were drawn from the statistical findings from this experiment. (1) Specific instruction in business vocabulary by either of the two teaching approaches used in this experiment is more effective in increasing the business vocabulary of college business communications students than no instruction. (2) When total groups including all levels of business vocabulary knowledge are considered, the self-instructional materials are more effective than the lecture-notebook technique. (3) For students with a high initial knowledge of business vocabulary, one of these techniques is not more effective than the other. (4) The self-instructional materials used in this study are particularly effective for teaching business vocabulary to students who have a low initial knowledge of business vocabulary.

SOME EFFECTS OF FANTASY PLAY ON THE VERBAL FLUENCY OF LEARNING DISABLED CHILDREN AS INDICATED BY THE THEMATIC APPERCEPTION TEST

Order No. 7731169

VINCENT, Gerald Owen, Ed.D. Texas Tech University, 1977. 212pp. Chairman: Dr. Bruce D. Mattson

The principal purpose of this study was to investigate the effects of imaginative play on the verbal communication skills of learning disabled pupils. Two specific objectives of the study were defined, the first objective being to measure the effects of play activities on the student's verbal fluency. The second objective was to study the effects of play on imaginative verbal responses. Activities commonly associated with play therapy were selected as the experimental treatment. The treatment program was designed to stimulate the children's fantasies. Accordingly, play activities were structured around imaginative themes and content.

A review of recent research indicated that make-believe play has been utilized successfully to enhance children's verbal skills. Heretofore, the majority of research reporting the results of imaginative play has concentrated primarily on three groups of children--the very young, the hyperactive, and the culturally disadvantaged. It has been observed that many learning disabled students share a number of dysfunctional oral characteristics with those children studied previously. The present researcher postulated, therefore, that if students with learning disorders were taught to play imaginatively, their oral communications skills might improve.

The need for this study was reasoned on the basis that existing methods for remediating the verbal communication deficits of learning disabled children have generally been ineffective. As the literature indicated, little attention has been paid to this particular handicap. Rather, oral expressive problems either have not been recognized as specific handicaps, or have been remediated in a global, indirect fashion. The results of this study, it was anticipated, could possibly provide important information concerning the feasibility of developing direct oral language-based intervention strategies for these students.

The subjects for this research study were sixty-two students enrolled in the Abilene, Texas, Independent School District. All students had been identified as learning disabled and placed in special education programs. Their ages ranged from eight to eleven. The stratified-random assignment method, counterbalanced to provide equal age-sex cells, was utilized to identify experimental and control subjects.

The research design provided for pre- and posttesting of all subjects. Care was taken, however, that only those students whose parents had given written consent were included in the study. Following the pretesting period, only those students assigned to the Experimental Group were administered the experimental treatment--e.g., eight consecutive weeks of structured imaginative play, one hour per week. Pre- and posttests were administered by educational diagnosticians who were provided previous special training in administering the Thematic Apperception Test (TAT). Imaginative play activities were taught by school psychologists and special education consulting teachers following preliminary training. All testing and play was conducted in the schools.

Two instruments were utilized in pre- and posttesting as the criterion measures for the study. Both tests were designed to evaluate the subject's verbal responses to the TAT cards. The Verbal Fluency Test (VFT) was intended to assess quantitative changes occurring in the parts of speech spoken, while the Transcendence Index (TI) was utilized to assess changes which reflected verbalized fantasy projections.

Among the variables studied were the changes occurring in the usage of common speech parts, and in the expression of imaginative thoughts. In order to determine whether there were significant differences occurring before and after the experimental period, and between the Experimental and Control Groups, the data from these tests were analyzed statistically with correlated t-tests and the multiple classification analyses of covariance. Pretest results were used as the covariate. There was a significant difference in the Experimental Group's TI scores on the posttest. There were, however, no significant differences in verbal fluency between the Experimental and Control Groups.

LEADERSHIP AND LANGUAGE: RHETOR-LINGUISTICS FOR MANAGER-LEADER DEVELOPMENT. (VOLUMES I AND II)
Order No. 7806846

WARD, Barbara Taylor, Ph.D. Texas A&M University, 1977. 701pp. Chairman: Dr. Harry P. Kroitor

Leadership and its development are examined in terms of their integral language features. These language features are identified as an essential key to more efficient leadership training. As an interdisciplinary undertaking, this work analyzes problems in leadership and leadership development from the point of view of modern linguistics as well as classical and contemporary rhetoric. Both disciplines are rich sources of insights into those problems, yielding highly pertinent research data that have not heretofore appeared in the management and leadership training literature. Along with relevant research findings from some other disciplines, this material has been organized as support for a comprehensive theory of rhetor-linguistics for human development.

As one application of that general theory, Rhetor-Linguistics (R-L) is explained as a practical language-based approach for devising the accurate training methods urgently needed for more effective leadership development for military and civilian careers and organizations. The crucial aspect of that need is the pressure on individuals and organizations to be more productive. Consequently, R-L is dedicated to serving the productivity of leadership. However, R-L also takes into account the personal growth that is essential to a manager-leader's long-term effectiveness. In addition, R-L emphasizes personality development and skills acquisition, rather than personality conversion.

Because of the interdisciplinary character of R-L, Part One provides two kinds of orientation. For the reader who is unfamiliar with linguistics and rhetoric, a concise background explanation of those disciplines offers a practical introduction to their respective approaches to the study of language use. Throughout the work, whenever technical terms are unavoidable they are defined. An orientation is also provided for the reader who is unfamiliar with the current problems and issues of management that concern the need for more effective leadership.

These problems and issues are surveyed in some detail in Part Two in relation to the need for R-L. The controversy surrounding the use of participative leadership style is also explained. In addition, the development of leader empathy and flexibility in manager-leaders is established as a primary goal of R-L. The need for R-L is accented by a review of present leadership training methods. That those methods have been generally inadequate and unreliable appears to be the consensus opinion of management experts. It becomes very clear that there is a need for systematic training techniques that will help manager-leaders develop their repertoire of the leadership styles they may require.

Drawing from the literature of linguistics and other behavioral sciences, Part Three discusses the theories, the empirical studies, and the background information most relevant to R-L. This material includes an explanation of the sociolinguistic aspects of leadership and the psycholinguistic constraints that are major barriers to leadership development. The means for overcoming those barriers by formal R-L training are identified as specific language style-practice techniques. These developmental techniques promote the learner's acquisition of additional intuitive linguistic rules that comprise his generative communicative competence. This basic intuitive competence enables him to perform particular language style-choices in his communication events.

Part Four reviews the classical tradition of rhetorical education. That tradition is explained as a successful system of leadership training and as a source of pedagogical precedents for R-L. The historical evidence in Part Four further reveals language style-practice techniques to be a valid methodological basis for the R-L approach to manager-leader development.

Part Five summarizes this evidence in a review of the major features of R-L. In addition, a general syllabus for a basic R-L course is presented, followed by a concluding chapter on the subject of evaluation for leadership training programs.

AN INVESTIGATION OF SPEECH EDUCATION PROGRAMS IN GEORGIA JUNIOR COLLEGES AND A SUGGESTED IDEAL PROGRAM Order No. [illegible]

WILKERSON, Thomas Alec, Ed.D. University of Georgia, 1977. 116pp. Supervisor: Roy C. O'Donnell

This dissertation had two principal functions. One of those was to ascertain the status of speech education programs offered by the twenty-six junior colleges in the state of Georgia. Twenty-two of the twenty-six institutions participated in the status survey. Speech education programs carrying associate degree credit are firmly entrenched in the junior colleges of Georgia. More than five thousand students were enrolled in such programs in the 1976-77 school year. All but six of the junior colleges offered a major in either speech or speech and drama. Only one of the twenty-six schools offered no speech courses in its curriculum. There is widespread support for the speech education programs by both administrators and students alike.

Fifty percent of the speech faculties held no graduate degree in speech, and 42.5% of the total of forty speech faculty members were employed on a part-time basis for the 1976-77 school year. Nine speech faculty members held memberships in professional speech communication organizations. None of the speech faculty members carried out any speech-oriented research during the 1976-77 school year.

Forms of program support were also investigated in the status survey. Only nine (40.9%) of the twenty-two respondents indicated access to a speech and hearing clinic for referral and corrections purposes. Four institutions (18.2%) had budgetary support for extra-curricular speech activities. The average annual budget for those schools was $162.50.

The four junior colleges offering components to serve vocational-technical education students did have courses to meet the speech education needs of such students. At the same time, none of the twenty-six Georgia junior colleges had a systematic program of speech education for its continuing education students.

The second principal function of the dissertation was to offer a suggested ideal program of speech education for Georgia's junior colleges. That model includes courses for the transfer, career, vocational-technical, and continuing education student clienteles. The model also recommends forms and levels of program support in terms of funding for extra-curricular activities, types of audio-visual equipment, and access to speech and hearing clinics for referral purposes. Finally, the suggested model includes an ideal graduate curriculum to train future junior college speech communication teachers. Under the requirements of that curriculum, the prospective junior college speech communication instructor would have a total of fifty graduate hours. Those hours would include a ten quarter-credit-hour junior college teaching internship, an introductory course to the history and philosophy of the junior college, a methods course in speech research methodology, and an introduction course to speech pathology and correction. The other twenty-five hours includes courses in a traditional speech communication graduate curriculum.

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